

10.3

Module Overview

Researching Multiple Perspectives to Develop a Position

<p>Texts</p>	<p>Unit 1: <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot</p> <p>Unit 2: Student research sources vary.</p> <p>Students choose texts for research based on their individual research topic/area of investigation.</p> <p>Model Research Sources:</p> <ul style="list-style-type: none"> • “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park • “Do We Own Our Own Bodily Tissues?” by Margaret Ng Thow Hing • “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe • “Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt • “Human Tissue For Sale: What are the Costs?” by Deborah Josefson • “My Body, My Property” by Lori B. Andrews • “Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo <p>Unit 3: Student research sources vary*</p> <p>*By Unit 3, students have chosen texts for research based on their individual problem-based question.</p>
<p>Number of Days in Module</p>	<p>43 (including Module Performance Assessment)</p>

Introduction

In Module 10.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 10.1 and 10.2, students explore topics that have multiple positions and perspectives by gathering and analyzing research based on vetted sources to establish a position of their own. Students first generate a written evidence-based perspective, which will serve as the early foundation of what will ultimately become a written research-based argument paper that synthesizes and articulates several claims with valid reasoning and relevant and sufficient evidence.

Students read and analyze sources to surface potential problem-based questions for research, and develop and strengthen their writing by revising and editing.

In 10.3.1, students closely read selected excerpts from a nonfiction text, focusing on how the author unfolds an analysis of central ideas. Additionally, the text serves as a springboard to research, with students surfacing and tracking potential research topics, regarding medicine, ethics, and scientific research as they emerge from the text.

In 10.3.2, students continue the research process begun in 10.3.1. Students begin to learn and engage in this iterative, non-linear process by pursuing research topics/areas of investigation. They also begin to deepen their understanding by using guiding inquiry questions and evaluating multiple texts' arguments. Students use this inquiry-based process to gather, assess, read, and analyze sources. In the latter half of the unit, students then take those sources and begin to organize and synthesize research findings to establish a perspective about a specific problem-based question.

In 10.3.3, students engage in the writing process with the goal of synthesizing and articulating their evidence-based research position on the page. The end product of this unit is a final draft of a research-based argument paper that articulates a perspective gleaned from research throughout Module 10.3. The writing cycle—in which students self-edit, peer review, and continually revise their work—serves as the primary framework for this unit.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive, evidence-based conversations about text
- Conduct independent searches and assess sources for credibility, relevance, and accessibility
- Develop, refine, and select inquiry questions for independent research
- Collect and organize evidence from research to support analysis in writing
- Identify and evaluate arguments and claims in a text
- Generate an evidence-based perspective from research
- Revise writing
- Utilize rubrics for self-assessment and peer review of writing
- Craft a research-based argument paper

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every ELA module and unit in grades 9–12.

CCS Standards: Reading – Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CCS Standards: Reading – Informational Text	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
CCS Standards: Writing	
W.9-10.9.a-b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a

	<p>play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.9-10.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

Assessed Standards

CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
RI.9-10.1.a	Cite strong and thorough textual evidence to support analysis of what the text says

	<p>explicitly as well as inferences drawn from the text.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCS Standards: Writing	
W.9-10.1.a-e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>

	<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.9-10.2.b, d, e	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
CCS Standards: Speaking & Listening	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,

	substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCS Standards: Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

CCS Standards: Reading – Literature
None.
CCS Standards: Reading – Informational Text
None.
CCS Standards: Writing
None.

CCS Standards: Speaking & Listening	
SL.9-10.1.a, c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
CCS Standards: Language	
L.9-10.1.a	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p>
L.9-10.2.a, b, c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
L.9-10.3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
L.9-10.4.a, c, d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>
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Module Performance Assessment

In this four-lesson Module Performance Assessment, students enhance their research from the module by using technology to publish a podcast. The assessment presents a departure from the module's research and writing focus by allowing students an opportunity to showcase their learning in a different format: an oral presentation. Each student produces his or her own five-minute podcast and also participates in a forum to discuss reactions to their podcasts with an audience of at least three other students/staff/community members. Students do not simply reproduce, but enrich their research-based argument papers through the strategic use of digital media to enhance understanding of their findings, reasoning, and evidence.

Following the podcast, students have an opportunity to reflect on their research and choose effective pieces to share with an audience; additionally, this forum allows students to engage with an audience about their research, using the written paper and podcast for support.

Prompt

Over the course of this module, you have analyzed an issue in response to your problem-based question. You have developed your understanding of the issue through research, and arrived at your own perspective. You have presented your central claim, supporting claims, counterclaims, reasoning, and evidence in a formal research-based argument paper.

PROMPT

Build on the analysis you did for your research-based argument paper by producing a five-minute podcast. Synthesize your research and offer salient points of the research in an engaging oral presentation that demonstrates command of formal spoken English. Your podcast should detail your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations (rebuttals). Further, your podcast should present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

Once published, an audience of at least three peers, adults, or a mix of both, will listen to your podcast, and the audience will offer different perspectives or counterclaims and questions they have about the research presented. As a culminating event for this module, you are going to discuss the "audience" reactions to your podcast in a small group discussion forum.

- ① This Performance Assessment utilizes oral presentation technology, such as Voice Thread, Garage Band, or Audacity to create a podcast. In the case of Voice Thread, students can comment on peers' presentations directly on the site. With traditional technology used to record podcasts, students will listen to presentations and reserve discussion for the small group forums (to be held on the module's final days).
- ① Though this Performance Assessment assumes podcast technology, other forms of self-publication are equally valid. Depending on the resources available, consider having students create a multimedia document within Microsoft Word, a multimedia PDF, or a multimedia document in Google Drive.
- ① The last two days of this Module Performance Assessment follows a small group discussion format. Teachers are encouraged to invite adults, including other staff and community members, to participate in these small groups by listening to student podcasts and then engaging in the discussions that follow.

Process

The Module Performance Assessment requires students to synthesize salient information from their research-based argument papers according to the time and content requirements of the assessment. Additionally, students take into consideration any teacher feedback they may have received during the preparation of their research-based argument paper so that the organization, development, substance, and style of the end product is appropriate for the purpose, audience, and task. Students prepare the content for the presentations, familiarize themselves with the podcast technology to be used, and record/upload their presentations. The podcast should not be simply an oral version of students' research papers, but should instead enhance analysis, leveraging the flexibility of digital media to offer a dynamic lens through which to understand their research and add interest to it. Finally, students discuss the podcast with an "audience" composed of peers, adults, or a mix of both, who offer their reactions, perspectives, and questions about the research presented.

- ① See the 10.3 Introduction to Research Module for ELA/Literacy for suggestions about preparing students for this assessment over the course of the module.

Lesson 1

Based on the Module Performance Assessment prompt, students prepare scripts for their podcasts. Instruct students to produce a five-minute podcast that clearly articulates the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals). Remind students that this assessment requires them to conceptualize their research-based argument papers from a written document to an oral presentation. The presentations cannot be simply a reading

of their papers, but should make strategic use of the audio podcast format to enhance understanding of their findings, reasoning, and evidence. Explain that the podcast medium affords them the opportunity to select the most effective or dynamic pieces of their research to share orally. Explain that this assessment, while different because it incorporates technology and oral presentation practices, is also metacognitive in nature, and therefore a way to build upon and refine knowledge of the research.

- ① Consider showing students guidelines for podcast scripting from <http://www.nmsu.edu/> (search terms: writing podcast script).
- ① Remind students of the 10.3.3 Lesson 11 homework (Listen to the first 22 minutes, 7 seconds of the Science Weekly podcast featuring an interview with Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*. Use the Speaking and Listening Rubric to assess the podcast for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6. The podcast may be found at the following link: <http://www.theguardian.com/science/blog/audio/2010/jun/21/science-weekly-podcast-henrietta-lacks-rebecca-skloot>). Explain that the homework has a twofold purpose: It serves as an exemplar for this Module Performance Assessment, and it introduces a new part of the Speaking and Listening Rubric that will be used to evaluate students' podcasts. Completion of this homework is necessary to ensure students are prepared for the Module Performance Assessment.
- ① Students may wish to produce their podcasts individually or work in pairs to produce podcasts that follow an interview-type format. In the case of the latter, one student would be the interviewer, while the student whose paper is being discussed would be the interviewee. Students would then switch roles for the subsequent podcast. In both podcasts, the student serving as interviewee would be the individual responsible for preparing the script of that particular podcast.

Lesson 2

Students complete podcast scripts and then spend time orienting to the podcast technology selected for their class. Certain technologies may require students to set up an account, as is the case with Voice Thread, but regardless of technology used, all students should spend time familiarizing themselves with the technology and practicing their presentations. When preparation is complete, students record their podcasts.

Lesson 3

Students divide into groups of 4–5 audience members and listen to the podcasts of each of their group members. While listening, audience members note their own perspectives, counterclaims, or questions they may have regarding the research shared in the podcast using the Podcast Audience Tool. After each podcast, the group has a brief 5-8 minute discussion about the podcast.

Lesson 4

Students continue the small group discussion forums with the same small groups from the previous lesson. After each student presenter finishes the forum, the audience members evaluate the podcast and student presenter’s contributions to the forum by using the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6.

i To introduce diversity in perspective, teachers are encouraged to include adults (additional staff, community members, etc.) in student discussion groups.

Texts

Unit 1:
Skloot, Rebecca. <i>The Immortal Life of Henrietta Lacks</i> . New York: Random House, 2011.
Unit 2:
<p>Students choose texts for research based on their individual research question/problem.</p> <p>Model Research Sources:</p> <ul style="list-style-type: none"> • “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park (http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/) • “Do We Own Our Own Bodily Tissues?” by Margaret Ng Thow Hing (http://voiceofsandiego.org/) • “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe (http://energy.gov/) • “Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt (http://www.oxfordjournals.org/) • “Human Tissue For Sale: What are the Costs?” by Deborah Josefson (http://www.ncbi.nlm.nih.gov/pmc/) • “My Body, My Property” by Lori B. Andrews (http://www.chicagotribune.com/) • “Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo (http://www.nejm.org/)
Unit 3:
<p>Student research sources vary*</p> <p>*By Unit 3, students have chosen texts for research based on their individual problem-based question.</p>

10.3 Module-at-a-Glance Calendar

Text	Days	Literacy Skills and Habits	Assessed and	Assessments
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	in the Unit		Addressed CCSS	
Unit 1:				
<i>The Immortal Life of Henrietta Lacks</i> (Rebecca Skloot)	15	<ul style="list-style-type: none"> • Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about text. • Collect and organize evidence from texts to support analysis in writing. • Analyze text and multimedia. • Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. • Use vocabulary strategies to define unknown words. • Identify potential issues/topics for research within a text. • Use questioning to guide research. • Conduct pre-searches to validate sufficiency of information for exploring potential research topics. 	RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.8 W.9-10.2.b, d, e W.9-10.9.b L.9-10.1 L.9-10.2 W.9-10.4 SL.9-10.1.a, c L.9-10.2.a L.9-10.4.a, c, d L.9-10.5.a	End-of-Unit: Students complete a two-part short writing assessment. Part 1: Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea? Part 2: Articulate two to three areas of investigation and where they emerge from the text.

Unit 2:				
<p><i>Student research sources vary.</i></p> <p>Students choose texts for research based on their individual research topic.</p> <p>Model Research Sources:</p> <ol style="list-style-type: none"> 1. "A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?" by Alice Park 2. "Do We Own Our Own Bodily Tissues?" by Margaret Ng Thow Hing 3. "Paying Patients for Their Tissue: The Legacy of Henrietta Lacks" by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe 4. "Tissue Banks 	<p>13</p>	<ul style="list-style-type: none"> • Assess sources for credibility, relevance, and accessibility. • Conduct independent searches using research processes, including planning for searches, assessing sources, annotating sources, recording notes, and evaluating arguments. • Develop, refine, and select inquiry questions for research. • Develop and continually assess a research frame to guide independent searches. • Collect and organize evidence from research to support analysis in writing. • Develop claims about inquiry questions, inquiry paths, and problem-based questions using specific textual evidence from the research. • Develop an evidence-based perspective from the synthesized research. 	<p>RI.9-10.1.a</p> <p>RI.9-10.8</p> <p>W.9-10.7</p> <p>W.9-10.8</p> <p>W.9-10.9</p> <p>W.9-10.1.b</p> <p>W.9-10.4</p> <p>SL.9-10.1</p> <p>L.9-10.4.a, c, d</p>	<p>End-of-Unit:</p> <p>Students turn in a completed Research Portfolio, including their Research Journals.</p> <p>Evidence-Based Perspective:</p> <p>Additionally, students compose a one-page synthesis of their personal conclusions and perspective derived from their research. Students draw on the research outcomes, as developed in the Organizing Evidence-Based Claims Tool to express their perspective on their respective problem-based question.</p>

<p>Trigger Worry About Ownership Issues” by Charlie Schmidt</p> <p>5. “Human Tissue For Sale: What are the Costs?” by Deborah Josefson</p> <p>6. “My Body, My Property” by Lori B. Andrews</p> <p>7. “Body of Research— Ownership and Use of Human Tissue” by R. Alta Charo</p>				
Unit 3:				
<p><i>Student texts (research sources) vary*</i></p> <p>*By Unit 3, students have chosen texts for research based on their individual problem-based question.</p>	<p>11</p>	<ul style="list-style-type: none"> • Collect and organize evidence from argument research to support analysis in writing. • Analyze, synthesize, and organize evidence-based claims. • Write effective introduction, body, and conclusion paragraphs for an argument-based research paper. • Use proper citation methods in writing. 	<p>W.9-10.1.a-e</p> <p>W.9-10.4</p> <p>W.9-10.5</p> <p>W.9-10.9</p> <p>L.9-10.1</p> <p>L.9-10.2</p> <p>L.9-10.3.a</p> <p>L.9-10.6</p> <p>W.9-10.7</p> <p>W.9-10.8</p> <p>L.9-10.1.a</p> <p>L.9-10.2.a-c</p> <p>SL.9-10.1</p>	<p>End-of-Unit:</p> <p>Students are assessed on the final draft of their argument-based research paper and its alignment to the criteria of an argument text (W.9-10.1.a-e). The final draft should include multiple claims supported by valid reasoning and relevant and sufficient evidence.</p>

		<ul style="list-style-type: none"> • Edit for a variety of purposes including using semicolons, colons, and correct spelling. • Use formal style and objective tone in writing. • Write coherently and cohesively. 		
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Note: Bold text indicates targeted standards that will be assessed in the module.